

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Tropical Forest Ecosystem and Agroforestry Management (TEAM)

Date November 17th 2017

**Review Period
July 1, 2016 to June 30, 2017**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

Provide the short description as listed in the current catalog.	<p>TEAM:</p> <p>Students learn to actively manage Hawai‘i’s native forest ecosystems, grow native plants, establish agroforestry operations, use Global Positioning Systems (GPS), and Geographic Information Systems (GIS). Internships give students on-the-job training with potential employers.</p>
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Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program’s last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_team_comprehensive_program_review.pdf
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>Although a comprehensive review was submitted for the TEAM program in 2014, no recommendations were provided for the program.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the program’s data tables and submit with this Annual Program Review (APR).

If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

- a) **If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the program's ARPD data for the review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Demand is considered Unhealthy in large part to the low number (2) of jobs found in the County. The major is a multi-disciplinary field, but has only one CIP code used to predict placement of our students. The number of program graduates each year is small (5 average) and nearly 100% of our graduates are placed into relevant positions or transfer to 4-year programs, so we feel the single CIP code is not appropriate for program graduates.
Efficiency	Efficiency health call is listed as Cautionary. Our fill rate is 42.4% which is a slight increase from 40% last year. However, these low rates are partially explained by setting TEAM class capacity too high. One of the primary teaching methods of the program is to visit forest and farm sites for project based learning using a 15-passenger van. This restricts class size to 14 instead of the 16 capacity as listed.
Effectiveness	A Cautionary alert was provided for program effectiveness, which is primarily due to low graduation rate. Successful completion of C or better was 82% and persistence from Fall to Spring semester was satisfactory at 66%. Persistence from Fall to Fall semesters was lower at 46.1%, which in part reflects those students who find employment while they are still students or transfer to another major. For students who have completed the first year of TEAM classes, we usually know where they go when they do not complete the program, and that number is about 3-4/year. Based on the above % values, 8 out of 24 students did not stay with the program between fall and spring semesters and 14 out of 26 did not persist from fall to fall semesters. So the bulk of the students who do not persist in the program drop out or switch while they are taking pre-requisite courses.

Overall Health	<p>Low graduation rate in part, reflects reduced recruitment efforts in 2015 when the program director was on sabbatical. However, recruitment efforts are back up and the number of TEAM majors is growing. Jobs in the field of natural resource management are certainly higher than 2 but not much higher than 5-7 at the technician level, so generally there are more jobs available each year than graduates from our program. The consistent demand for well-trained forest technicians on the Island and in the State and the employment of our graduates is one of the prime indicators that we use to assess the program. However we always use caution when declared majors and numbers of graduates decline.</p>
Distance Education	N/A
Perkins Core Indicators (if applicable)	<p>The core indicator of Student Retention or Transfer fell approximately 9% below the goal of 81% which is due to some students not completing the program; and the Student Placement indicator was approximately 4% lower than the 63.87% goal. The latter perhaps is due to students who transfer to UH-Hilo and work in their chosen field as part-time student workers.</p> <p>The other 4 indicators were met, these are Technical skills attainment, Completion, and Non-traditional participation and completion. This shows that our graduates are being well trained and that a high proportion of the students in the Program are of Hawaiian ancestry and/or female.</p>
Performance Funding Indicators (if applicable)	<p>All of our graduates during this reporting period were of Hawaiian ancestry and two of these transferred to UH-Hilo. The “not-STEM” designation, line 37, is fallacious and should be corrected as soon as possible. We offer an Associates of SCIENCE degree designed by scientists, which has a scientific based curriculum that was approved by the Board of Regents.</p>
What else is relevant to understanding the program’s data?	<p>Demand for well-trained forestry technicians has always been significant on Hawai‘i Island due to the presence of the National Park, vast areas of State forest land and privately owned forests. However, demand has grown</p>

<p>Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>dramatically in the last few years due to several recent impacts of invasive species, disease and public health.</p> <p>First hurricane Iselle in 2014 blew down many overgrown and unmanaged invasive albizia trees that the community had generally ignored. After prolonged power outages, the local and State government began a program to control the spread of these trees, which prompted the hiring of many forest techs.</p> <p>Not long after Iselle, a fungus that caused rapid ohia death (ROD) was detected, which is spreading rapidly over the island and has land managers scrambling to understand how is it transmitted and to mitigate the consequences. A similar problem has occurred with naio, which is being killed by an invasive insect. Finally, the public health impacts of rat lung worm disease, along with zika and dengue fevers, have all mandated land management responses that reduce the abundance of the vectors that spread them.</p> <p>Although higher level land managers and scientists ultimately develop strategies to tackle these problems, the myriad of on-the-ground operations are conducted by trained forestry and natural resource management technicians like our graduates.</p> <p>In addition to careers related to forest health and native forest conservation, a bio-fuel energy sector is developing whereby forestry technicians will be needed to produce tree seedlings, get them established in large areas and later harvest them and transport to processing areas. Likewise, small agroforestry enterprises are developing as is evident with the interest in gluten free products such as breadfruit, high value spices such as vanilla, black pepper and chili pepper, specialty crops such as cacao, kava , tea, māmaki , turmeric and various oils that can be obtained from agro-forests.</p>
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PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;

- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

- Program modification submitted to include alternative math and speech courses that will better articulate with 4 yr. colleges.
- Also, addition of a special topics class as a program requirement that will provide students with such hands on skills as remote sensing analysis and tissue culture.
- Proposal submitted to create a Certificate of Completion for Cultural Resource Management that combines 12 credits from the Hawaiian Lifestyles Program with 12 credits from the Forest TEAM program
- Supervised 3 student workers that work in the greenhouse and agro-forestry demonstration area
- Coordinated 12 student summer internships most of which were funded by Program USDA funds
- Awarded 3 TEAM scholarships using USDA funds

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

One of the most important actions is to increase enrollment by expanding recruitment efforts. The program was awarded approximate \$10,000 to hire an APT to work with Junior Forestry clubs to bring them into HawCC program. Another important goal is to retain majors as much as possible until they complete the program. There will always be students who change career paths after one year of college or have life changing experiences during their freshmen and sophomore years that will take them out of the TEAM major. However, our goal is to make the program fit into a good career choice by better articulating with UH-Hilo and Mānoa, and keeping program learning relevant to the changing job market. As for job placement, we also plan to continue working with employers by maintaining the internship program, coordinating with advisory board members, and continually working with new partners as they arise, such as biofuel companies like Hū Honua.

Specific goals:

Recruitment – 10% increase in the number of majors

Retention – 75% of majors retained (note that this is 6% lower than our previous goal, which program faculty feel may have been too ambitious).

Placement or Transfer – 80% of our graduates will either find work in their career or transfer on to a 4-year degree program. How does this compare to current %? Exactly 80% as of our 5 graduates during this reporting period were placed or transferred: 2 are at UH-Hilo, both in Science programs; 1 is at UH-Mānoa in the AG program; 1 is employed by the USFS as a technician; and 1 is working as a realtor but has a hobby farm so is using his degree skills.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs).

Action Item 1:

Recruitment – hire new APT to work with forestry clubs to get them prepared with math and English so that they complete the TEAM program in 2 years. APT and student workers will visit school career fairs and set up booths at community events

Action Item 2:

Retention and Transfer

Improve articulation with UH-Hilo and UH-Mānoa by changing course alphas and numbers so that they better align 100 and 200 level courses. Modify program to include higher level chemistry that will help them complete a 2 +2 four-year degree.

Action Item 3:

Placement

Work with existing employers such as the USFS, NPS, DLNR, Forest Solutions and Nature Conservancy to expand employment opportunities for graduates. This will be done in advisory meetings and the internship program. Work to create new relationships with the bio-fuel and other plantation forestry sectors, including small entrepreneurial enterprises.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

Our program is fortunate to be partially supported by the USDA Alaska Native and Hawai‘i Native agriculture training and education grant, which is also shared with the AG and HLS programs. However, federal funds are not allowed to be used for vehicle or equipment repair and maintenance. Therefore, the program relies on the College to help with the occasional repair of vehicles and equipment. Previously, we annually submitted our estimated

maintenance and fueling budget to the VC of Administrative affairs, who would then provide us with RTRF funds.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	Fueling of our 3 vehicles runs approximately \$2,000 and maintenance and repairs approximately \$3,000 annually. However, the latter can vary greatly pending use level and wear on parts.
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	As both TEAM, AG, and HLS use these 3 vehicles (along with many other courses field trips) it is important that they are maintained for student safety and access to field and forest sites. 21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors.

PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

Evidence of Industry Validation and Participation in Assessment (for CTE programs only)

Provide documentation that the program has submitted evidence and achieved certification or accreditation (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
AG 275 Forest Pest Management	2017	CLOs 1, 2, 3	1, 6
AG 275Lab Forest Pest Management		CLOs 1, 2, 3	1, 4, 6
“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
none			

Assessment Strategies

<p>For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:</p> <ul style="list-style-type: none"> • a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.); • a description of <u>how student artefacts were selected for assessment</u> (e.g., the assessment included summative assignments from all students in the course, <u>OR</u> a sample of students’ summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course); • a brief discussion of the <u>assessment rubric/scoring guide</u> and the criteria/categories and standards used in the assessment.
<p>Course Alpha/#: AG 275</p> <p>Two summative exams administered at the end of each module of the semester to assess student achievement of the learning outcomes. Each exam comprised of a minimum of 7 essay questions, each directly related to a course learning outcome. 100% of student responses evaluated. The questions will be assessed based on the completeness and correctness of the answer and will be graded on a 10-point scale. A perfect score (10/10) will be given to responses that show a sophisticated understanding of the phenomena, articulate the student’s understanding of the underlying mechanisms, and include reference to multiple examples that support the argument. A score of 7/10 will be given to responses that demonstrate a general understanding of the phenomena, articulate understanding of part of the</p>

underlying mechanisms, and include reference to at least one example that supports the argument. A score of 5/10 will be given to responses that show little understanding of the phenomena, fail to articulate an understanding of the underlying mechanisms, or do not provide examples of that support the argument. Scores below 5/10 will be given to answers that show little understanding of the phenomena, fail to articulate an understanding of the underlying mechanisms, and do not provide examples of that support the argument. Intermediate scores will be given to responses falling between these indicators. A score of 9-10/10 is considered to exceed expectations, 7-8/10 to meet expectations, and 6-0/10 to fail to meet expectations.

Essay questions will change between exams.

Course Alpha/#: AG 275L

A combination of assessments to determine student achievement of the learning outcomes were used. These included: two summative exams (administered at the end of each module of the semester, CLO 1), an assignment on pesticide labels (CLO 2), and a final collection of 30 pest specimens from 30 taxa (CLO 3).

100% of student responses were evaluated.

For CLO 1: Students will have met expectations if they have an average score of 70%. The questions will be assessed based on the completeness and correctness of the answer and will be graded on a 10-point scale. A perfect score (10/10) will be given to responses that show a sophisticated understanding of the phenomena, articulate the student's understanding of the underlying mechanisms, and include reference to multiple examples that support the argument. A score of 7/10 will be given to responses that demonstrate a general understanding of the phenomena, articulate understanding of part of the underlying mechanisms, and include reference to at least one example that supports the argument. A score of 5/10 will be given to responses that show little understanding of the phenomena, fail to articulate an understanding of the underlying mechanisms, or do not provide examples of that support the argument. Scores below 5/10 will be given to answers that show little understanding of the phenomena, fail to articulate an understanding of the underlying mechanisms, and do not provide examples of that support the argument. Intermediate scores will be given to responses falling between these indicators. A score of 9-10/10 is considered to exceed expectations, 7-8/10 to meet expectations, and 6-0/10 to fail to meet expectations.

Essay questions will change between exams.

For CLO 2: Students will have met expectations if they have an average score of 70%. The students will do a summative exercise based on pesticide label reading and understanding. Multiple questions will be asked based on the information on the label. Questions will be graded as either correct or incorrect.

For CLO 3: If all specimens are included and 90% are correctly identified. Students will turn in a final and summative pest collection that will contain a minimum of 30 specimens from 30 taxa. A collection that contains at least 30 specimens with 100% of the specimens correctly identified will be

considered to exceed expectations; a collection with at least 30 specimens where 90% are either correctly identified or misidentified to a closely related species will be considered to meet expectations; a collection with fewer than 30 specimen and/or one where fewer than 90% of the specimens are correctly or near-correctly identified will be considered to fail to meet expectations.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: “CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1.”

Example: “CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4.”

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
AG 275	1	70%	75
AG 275	2	70%	75
AG 275	3	70%	75
AG 275L	1	70%	75
AG 275L	2	70%	75
AG 275L	3	70%	75

Results of Course Assessments

For each course assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#: AG 275 (refer to graph are found in the assessment report file)

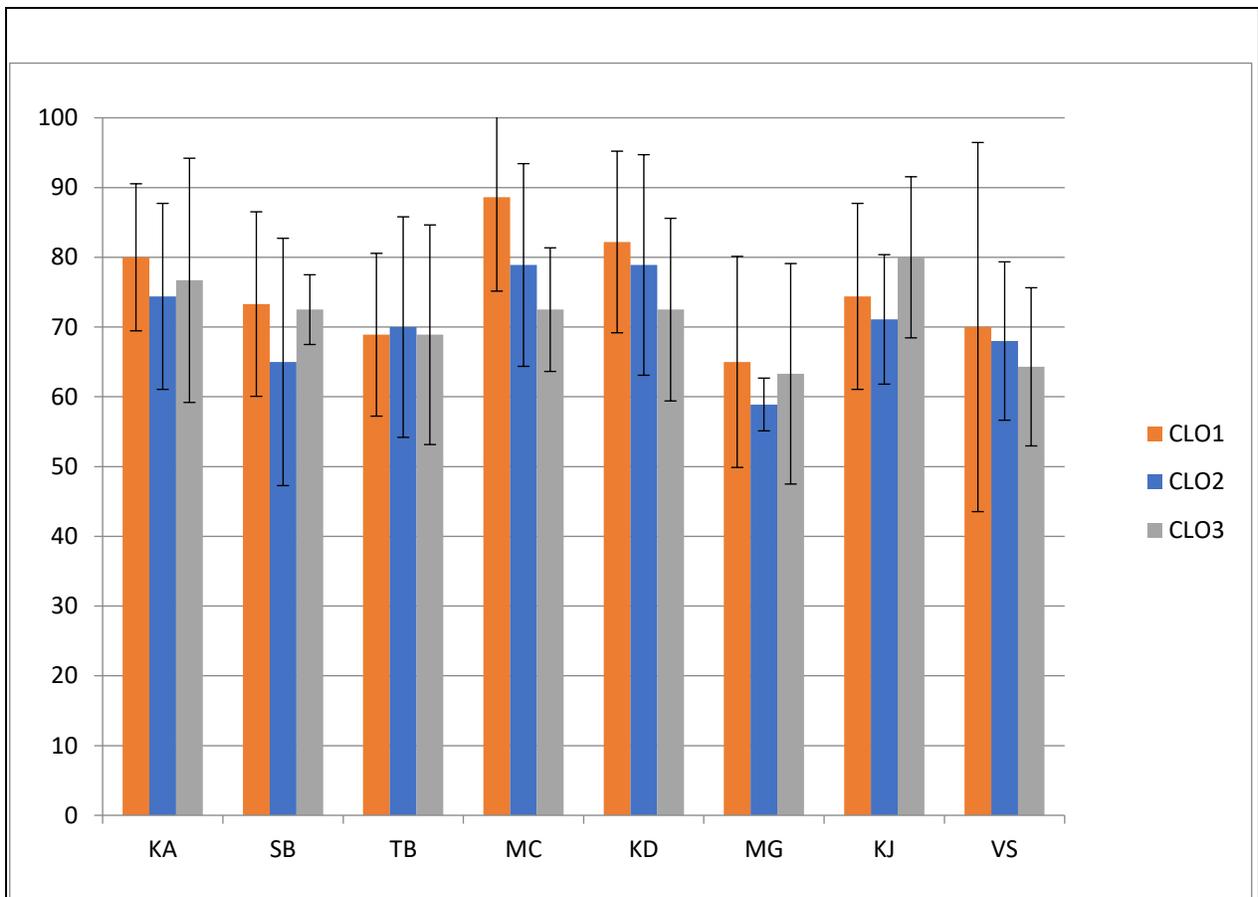
The goal for this class was that 75% of students would achieve an average score of 70% or higher on the exam questions that aligned to each of the courses’ CLOs. Questions were drawn from two summative

exams at the end of course units (March and May 2017). Students were allowed to select among a group of questions so not all students answered the same questions. Only questions that aligned to CLOs were used for the analyses although other questions on course content were asked for grading purposes. Some questions aligned to more than one CLO and were analyzed separately for each CLO (for example, a question that aligned to both CLO 1 & 3 was analyzed once for attainment of CLO 1 and again for attainment of CLO 3). All data analysis was made using SPSS v. 24. Eight students took each of the two exams.

The goal for CLO 1 attainment was MET. The class average for CLO 1 was 75.6% with a range of individual means from 65-88.6%. Fourteen responses to questions aligned with CLO 1 were received. For this CLO, 6 students (75%) met or exceeded the goal of 70%. One student averaged just below the cutoff score, with an average of 68.9% on CLO 3-aligned questions. The two students who averaged below 70% on this CLO received average scores of 65% and 68.9% on the questions that aligned to the CLO. The student with the higher score received scores at or above 70% on 6/9 questions; the student with the lower average received scores at or above 70% on 2/8 questions answered.

The goal for CLO 2 attainment was UNMET. The class average for CLO 2 was 71.5% with a range of individual means from 58.9-78.9%. Nineteen responses to questions aligned with CLO 2 were received. For this CLO, 5 students (63%) met or exceeded the goal of 70%. The three students who averaged below 70% on this CLO received scores that ranged from 50%-100% on individual questions aligned with CLO 2. One student (range 50-100%) received scores at or above 70% on 3/8 questions; one student (range 50-80%) received scores at or above on 7/10 questions; the final student (range 50-60%) did not receive any scores at or above the goal.

The goal for CLO 3 attainment was UNMET. The class average for CLO 3 was 72.8% with a range of individual means from 63.3-80%. Fifteen responses to questions aligned with CLO 3 were received. For this CLO, 5 students (63%) met or exceeded the goal of 70%. One student averaged just below the cutoff score, with an average of 68.9% on CLO 3-aligned questions. The three students who averaged below 70% on this CLO received scores that ranged from 40%-100% on individual questions aligned with CLO 3. One student (range 40-90%) received scores at or above 70% on 5/7 questions; one student (range 40-100%) received scores at or above on 2/9 questions; the final student (range 50-80%) received scores at or above 70% on 4/7 questions.



Variation in mean student obtainment of CLO. Error bars represent standard deviation of the mean. Mean percent is on the *y-axis* and individual students are on the *x-axis*. Goal for all CLO was a mean score of 70% achieved by 75% of the class.

Despite the fact that the course failed to meet goals for 2/3 of the CLO, I feel confident that students are learning the material. With a class size of only eight students, it is impossible to get truly accurate data and individuals have a very strong influence on the results. For both “failed” CLO, the results would have been different but for a single student, in one case that student was 1% below the cutoff mark, in the other 2% off. The majority of the students did meet the CLOs. Looking in more detail at the individual student scores on the questions, with one exception, all of the students who failed to average 70% on the CLO scored at or above (sometimes perfect scores) on some of the questions linked to that CLO. For the one exception, the student scored 60% on 6/7 aligned questions and 50% on the 7th. This student clearly had trouble describing various pest control measures.

I am also concerned that I chose to use the mean score when the results were not normally distributed. In future analysis, it might be more accurate to use median scores.

The next time I teach the class, I will try to pay more attention to teaching methods of pest control and types of forest pests, but I believe that more than not learning the objective, much of the problem lies in student test-taking ability.

Course Alpha/#:

AG 275L

CLO 1:

The goal for CLO 1 attainment was UNMET. The class average for CLO 1 was 74.0% with a range of individual means from 62.9-85%. Sixteen responses to questions aligned with CLO 1 were received. For this CLO, 5 students (63%) met or exceeded the goal of 70%. One student averaged just below the cutoff score, with an average of 68.9% on CLO 1-aligned questions. The three students who averaged below 70% on this CLO received scores that ranged from 50%-100% on individual questions aligned with the CLO. One student (range 50-100%) received scores at or above 70% on 5/8 questions; one student (range 50-80%) received scores at or above on 2/7 questions; the final student (range 50-80%) received scores at or above 70% on 7/9 questions.

CLO 2:

The goal for CLO 1 attainment was MET. The class average for the pesticide assignment was 92.3% with a range of individual means from 65.4-100%. For this CLO, 7 students (87.5%) met or exceeded the goal of 70%.

CLO 3:

The goal for CLO 1 attainment was UNMET. One-hundred percent of the student projects had 90-100% of the species correctly identified. However, three students turned in fewer than the required 30 pest specimens. Two students were missing a single specimen and one student was missing three specimens.

Despite the fact that the course failed to meet goals for 2/3 of the CLO, I feel confident that students are learning the material. With a class size of only eight students, it is impossible to get truly accurate data and individuals have a very strong influence on the results. For CLO1, the results would have been different but for a single student, who was only 1% below the cutoff mark. The majority of the students did meet the CLO. Looking in more detail at the individual student scores on the questions, the three students who failed to average 70% on the CLO scored at or above (sometimes perfect scores) on

several of the questions linked to that CLO, indicating that they did understand the concept but knowledge of some of the details for individual questions, or writing ability were weak. Like the course, using mean rather than median with such a small, non-normally distributed dataset was probably not a good choice.

For CLO 2, the majority of the students clearly understood how to read pesticide labels.

For CLO 3, the students were clearly able to identify the species (as per the CLO) but they did not turn in full collections. In the case of the two students who were missing a single specimen I almost wonder if they could have mis-counted. I intend to change the way that this CLO is analyzed to ensure that I am measuring their ability to identify a large number of pest species. Meeting or exceeding requires correctly identifying at least 27 species if a full collection is turned in (90% of 30), therefore, a collection with only 27 species all correctly identified should also count as meeting the CLO. In that case, there would have been 100% obtainment by the class.

Other Comments

Include any additional information that will help clarify the program's course assessment results, successes and challenges.

N/A

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program's intended next steps to improve student learning, based on the program's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

This year we intend to assess AG 130 and GEOG 180 and GEOG 180L, conduct "Closing the Loop" re-assessments of AG 275 and AG275L and GEOG 170 and GEOG 170L; update old missing (AG 245 and GEOG 170) assessments, and look at trends based on assessment data.

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PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds = \$ _____
Federal Funds = \$ _____
Other Funds = \$ _____
Tuition and Fees = \$ _____

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____
Number passed _____

***This section applies to NURS only.**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	63%	93%	82%	Cautionary
18	Withdrawals (Grade = W)	0	1	1	
19	*Persistence Fall to Spring	57.1%	72%	66.6%	
19a	Persistence Fall to Fall	42.3%	50%	46.1%	
20	*Unduplicated Degrees/Certificates Awarded	6	7	4	
20a	Degrees Awarded	4	4	3	
20b	Certificates of Achievement Awarded	3	6	2	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	3	0	2	
22a	Transfers with credential from program	2	0	2	
22b	Transfers without credential from program	1	0	0	

Distance Education: Completely On-line Classes		Program Year			
		14-15	15-16	16-17	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	92.00	100.00	Met	
30	2P1 Completion	51.00	75.00	Met	
31	3P1 Student Retention or Transfer	81.00	72.73	Not Met	
32	4P1 Student Placement	63.87	60.00	Not Met	
33	5P1 Nontraditional Participation	22.00	29.17	Met	
34	5P2 Nontraditional Completion	22.00	50.00	Met	

Performance Measures		Program Year			
		14-15	15-16	16-17	
35	Number of Degrees and Certificates	7	10	5	
36	Number of Degrees and Certificates Native Hawaiian	3	4	5	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients ¹	15	10	2	
39	Number of Transfers to UH 4-yr	3	0	2	

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors